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ABSTRACT

The purpose of this unit is to provide American Indian girls with the opportunity to make a plan for their whole lives, and thus to learn to project the consequences of their decisions into the future. It might be appropriate to use this unit as the last one in the program. The unit consists of three activities for each girl: filling out the Life Span Plan: making a banner, pictograph, or collage which will symbolize her life; and writing a life story as she hopes her life will be. Ojibwa and Sioux pictographs are included in the girls' books, but girls may want to create other pictographs that will better express their plans and ideas about life. Directions for use accompany the pictographs. An art show might be held when the project is completed. The unit includes books for girls aged 9 to 11, 12 to 14, and 15 to 18, and a Life Span Plan for girls aged 9 to 18. The leaders' guide offers suggestions for carrying out the activities of the unit.
(Author/CM)

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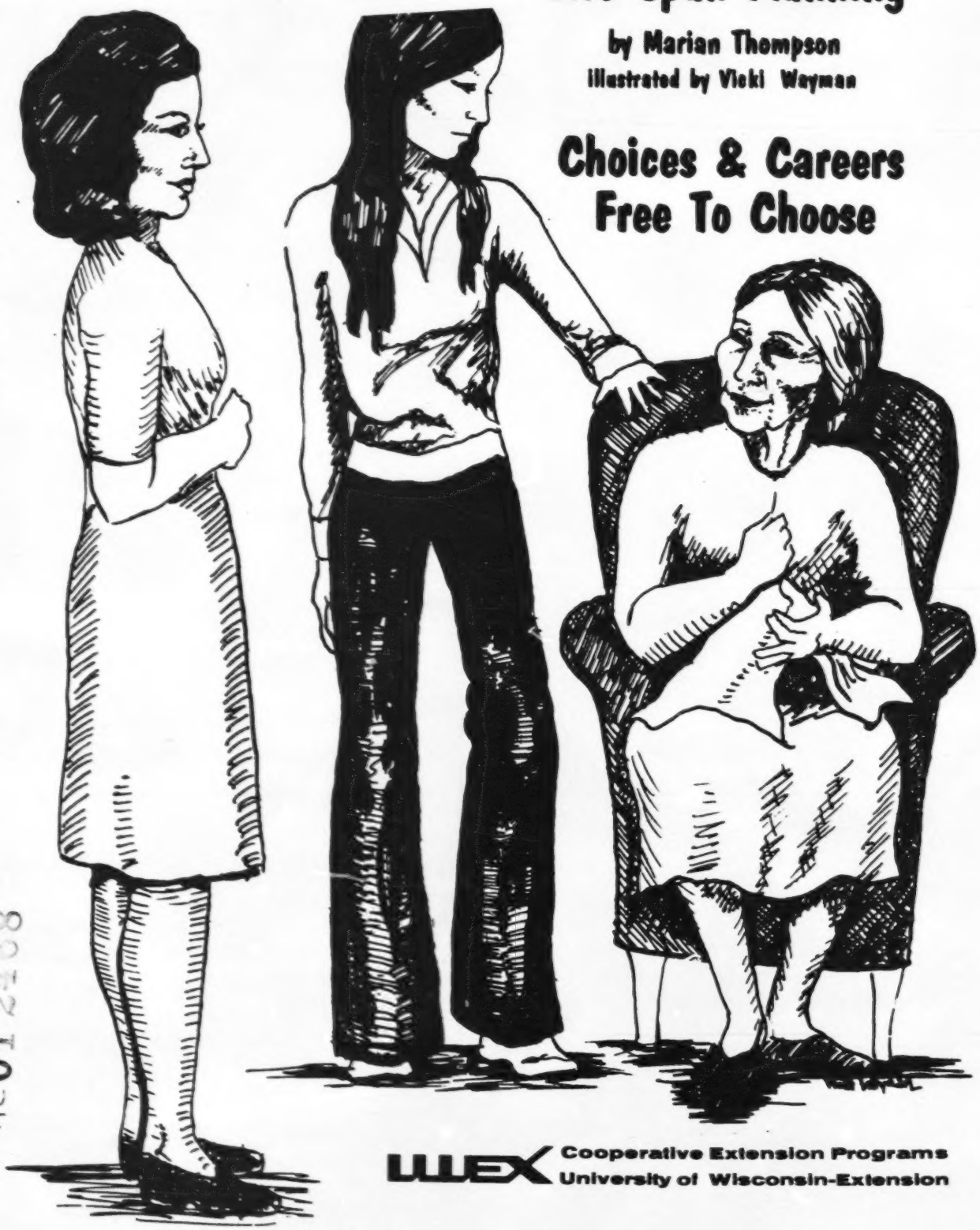
Life Span Planning

by Marian Thompson
illustrated by Vicki Weyman

Choices & Careers Free To Choose



WEX Cooperative Extension Programs
University of Wisconsin-Extension

Life Span Planning

Book I

by Marian Thompson

Illustrated by Vicki Wayman

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin—Extension. She is the mother of four daughters. Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

1978

About The Program

"Life Span Planning" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

W3GY17

Fact Sheet

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Life Span Planning - Unit for Girls
Choices & Careers
Free To Choose

The purpose of this unit is to provide each girl in the program with the opportunity to make a plan for her whole life and thus learn to project the consequences of her decisions into the future. It might be useful and appropriate to use this unit as the last one in the program.

The unit consists of three activities. One is to fill out the Life Span Plan. The other is to make a banner, pictograph, or collage which will symbolize each girl's life. The third is to write a life story as she hopes her life will be.

The Life Span Plan form is to be given to each girl. She may fill it out first in pencil and check to see if it can be carried out. Then she may fill it out in ink or felt tip pen, and use special lettering if she desires.

When the banner, montage, or collage is to be made, the leader may appoint a committee of the participants to bring materials to class so that each girl has a variety of materials with which to work. Or each girl may prefer to bring her own materials and to make the project of any materials or in any form she chooses.

Ojibwa and Sioux pictographs are in Books I, II, and III for the girls. Girls may want to create other pictographs that will better

express their plans and ideas about life. Directions for their use accompany the pictographs.

An art show might be held when the project is completed.

The unit includes a leaders guide (W2GX17); Life Span Planning, Book I, (W3GY17) for girls ages 9 to 11; Life Span Planning, Book II, (W3GM17) for girls ages 12 to 14; Life Span Planning, Book III, (W3GO17) for girls ages 15 to 18; and a Life Span Plan (WTGX17-1) for girls ages 9 to 18.

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin—Extension. She is the mother of four daughters. Vicki Wayman, a member of the Lac du Flambeau Band of Lake Supeior Chippewas, did the illustrations for the unit.

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UWEX Cooperative Extension Programs
University of Wisconsin-Extension

Life Span Planning

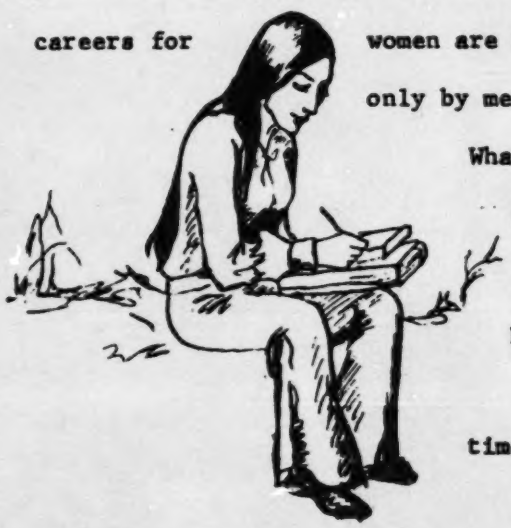
You are about to do something few girls have ever done—make some plans about your life. You are an adventurer in a new learning experience in thinking about your future.

As you know, women are living longer and having fewer children. Many more women are working for pay. Did you know that nine out of 10 of you will work in paid employment, many for 30 or more years?

These changes in women's lives mean that girls have many more choices about how they want to live their lives—choices about education, work, marriage, motherhood, and helping others.

Vocational schools, and colleges now accept women on an equal basis with men. Indian girls can now get scholarships for their education. What kind of education do you want?

The kind of education you have will affect the work you do and how much you will earn. Nearly all jobs that are open to men are open to women. Today women are entering every occupation. Some of the best careers for women are now in the jobs that used to be held only by men.



What kinds of work do you want to do for pay during your lifetime? Is this work that you like to do and that will pay you well?

Today marriage is no longer a full-time career for women as it has been in

the past but is only one part of a woman's life.

Do you want to marry? If you do, what is the best age for a woman to marry? Do you want a marriage in which the husband earns the living and the wife is the homemaker? Or do you want a marriage in which husband and wife share in earning a living, household chores, and raising children—if you choose to have children.

Today women have the choice of whether or not to have children. Do you want to have a child? If you think you do, how will motherhood fit into your plans for education and a future job?

Today women are taking part in public life and working as volunteers in their communities. They are running for public office and are winning at the congressional, tribal, and town levels. Women are working in a thousand ways to improve government, schools, housing, and recreation for their friends, neighbors, tribe, and family.

What will you do to make things better for yourself, your family, your people?

Planning means making some decisions about these important aspects of your life—education, marriage, work, children, and serving your people—based upon your interests and abilities. Think about your hopes as you go about your daily life.

Planning means looking ahead to decide the kind of life you want to live and how to live it.

Activity Section

Pictographs

Here are some Ojibwa and Sioux pictographs that you can use to make a banner or collage that will have special meaning about you and your life. If there are no pictographs to express some ideas you need, perhaps you could make some of your own.

Following are some tips about making a pictographic story:

1. The old way was to start a pictographic or picture story in the middle of a deerhide and then to move to the left and then to the right in a circle. Today a pictograph can be just like a page in a book, with pictures placed on lines reading from left to right.
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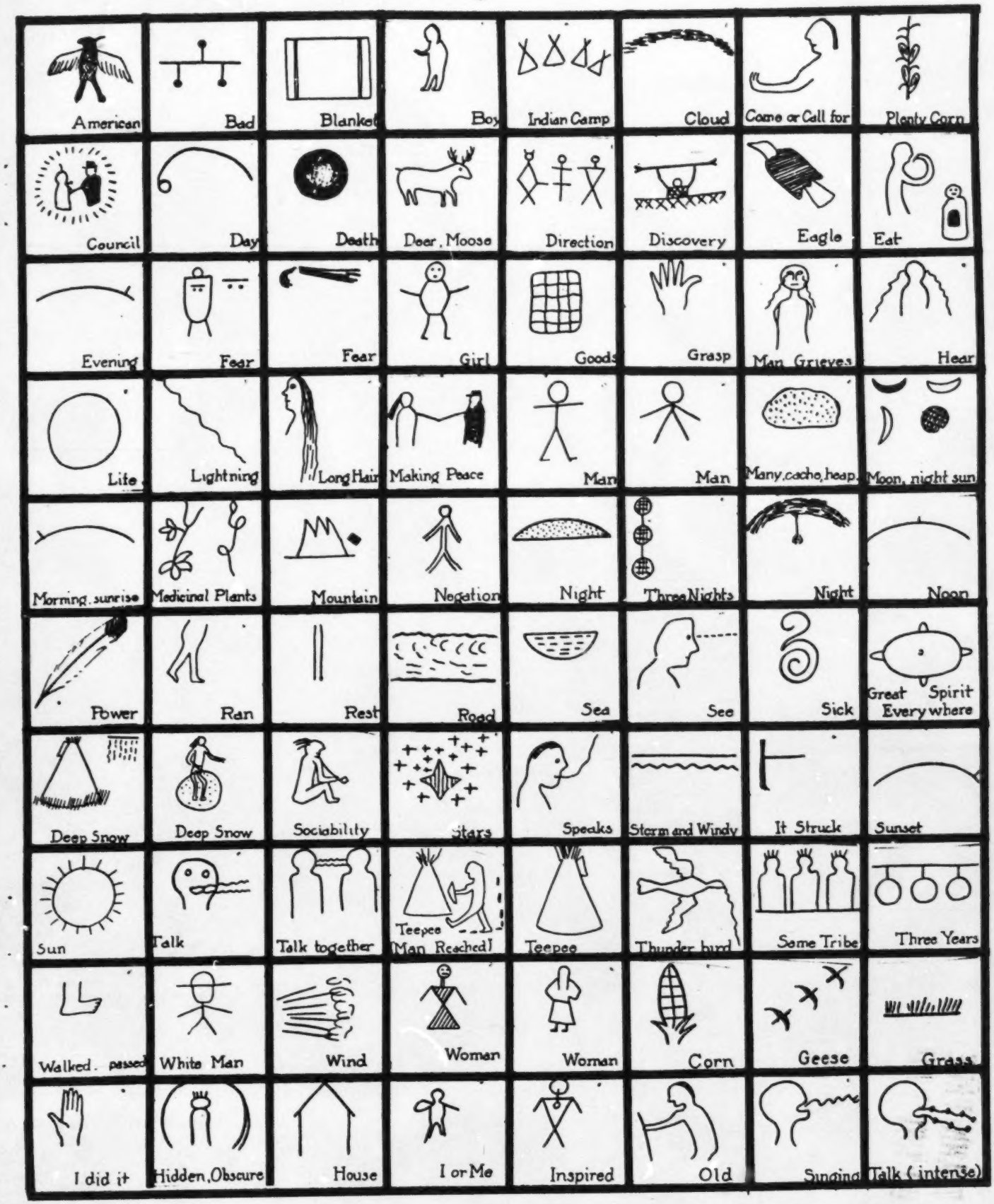
4. If you want to make some new pictographs for yourself, remember that the little pictographs are thought by some to be related to sign language and gestures.



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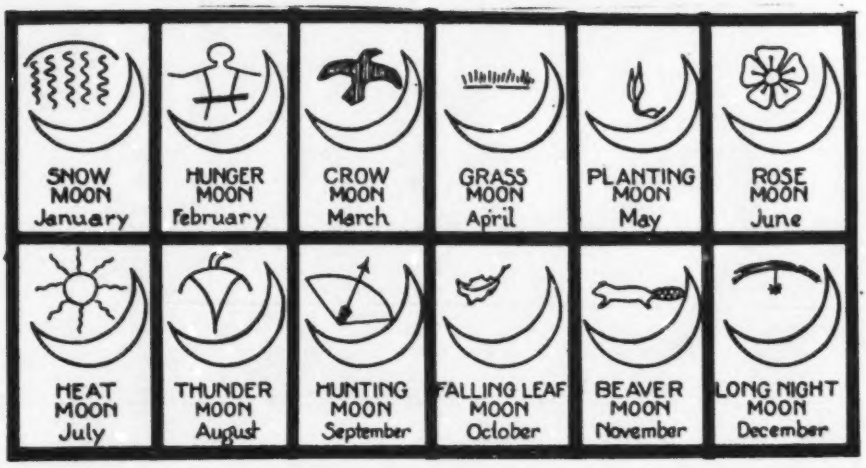

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Life Span Planning

Book II

by Marian Thompson

Illustrated by Vicki Wayman

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin—Extension. She is the mother of four daughters. Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

About The Program

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W3GM17

Life Span Planning

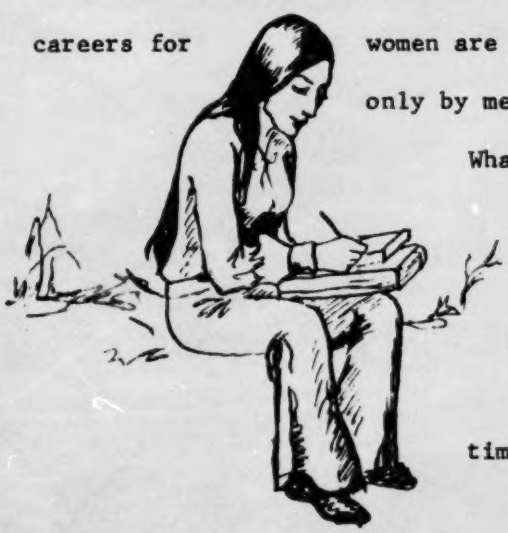
You are about to do something few girls have ever done—make some plans about your life. You are an adventurer in a new learning experience in thinking about your future.

As you know, women are living longer and having fewer children. Many more women are working for pay. Did you know that nine out of 10 of you will work in paid employment, many for 30 or more years?

These changes in women's lives mean that girls have many more choices about how they want to live their lives—choices about education, work, marriage, motherhood, and helping others.

Vocational schools, and colleges now accept women on an equal basis with men. Indian girls can now get scholarships for their education. What kind of education do you want?

The kind of education you have will affect the work you do and how much you will earn. Nearly all jobs that are open to men are open to women. Today women are entering every occupation. Some of the best careers for women are now in the jobs that used to be held only by men.



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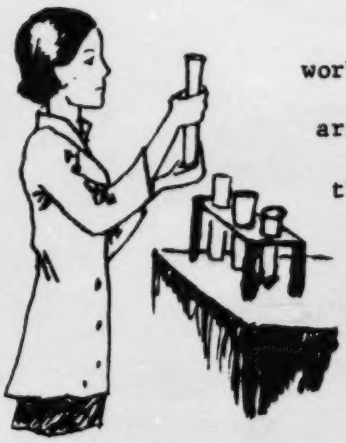

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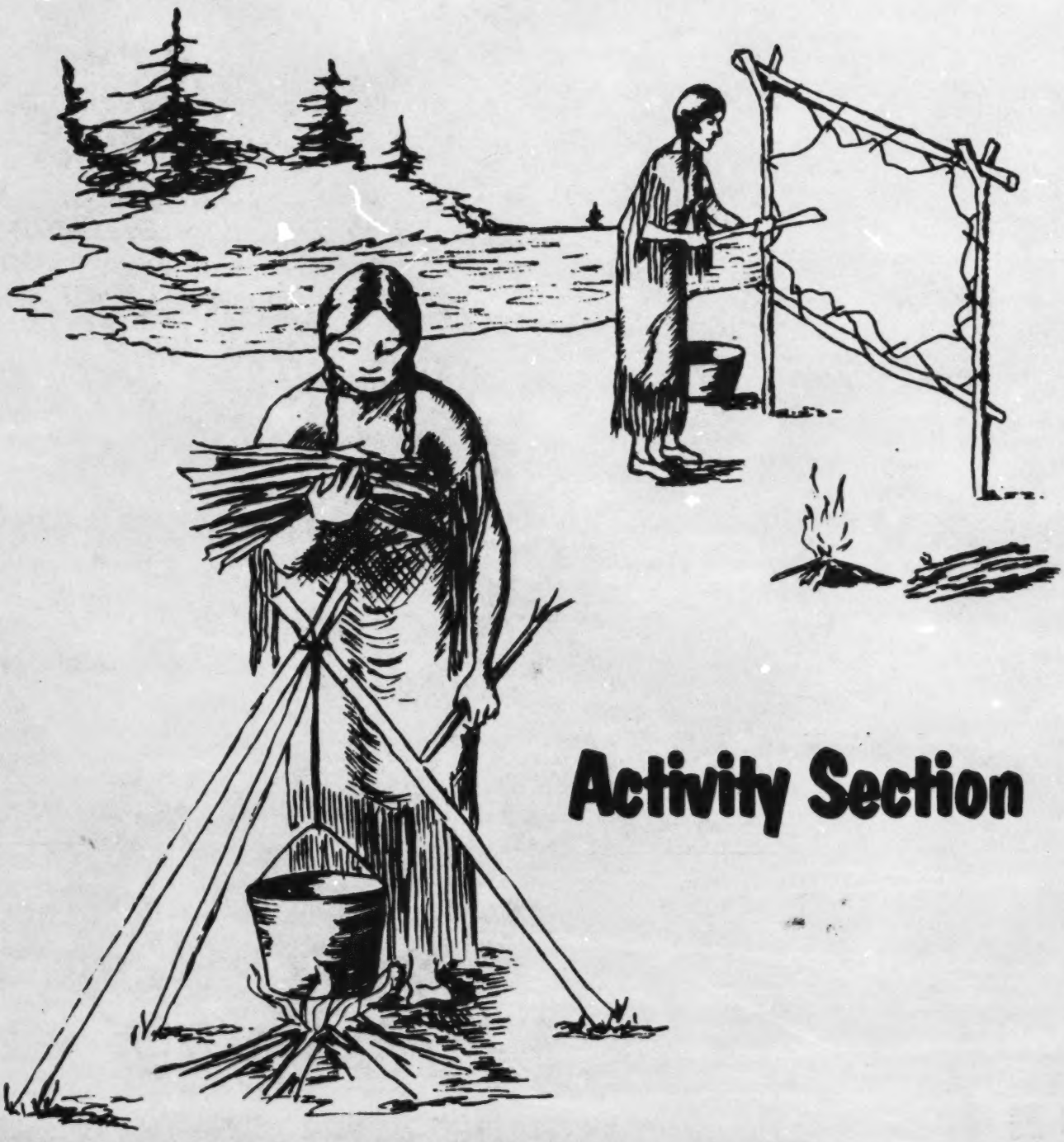

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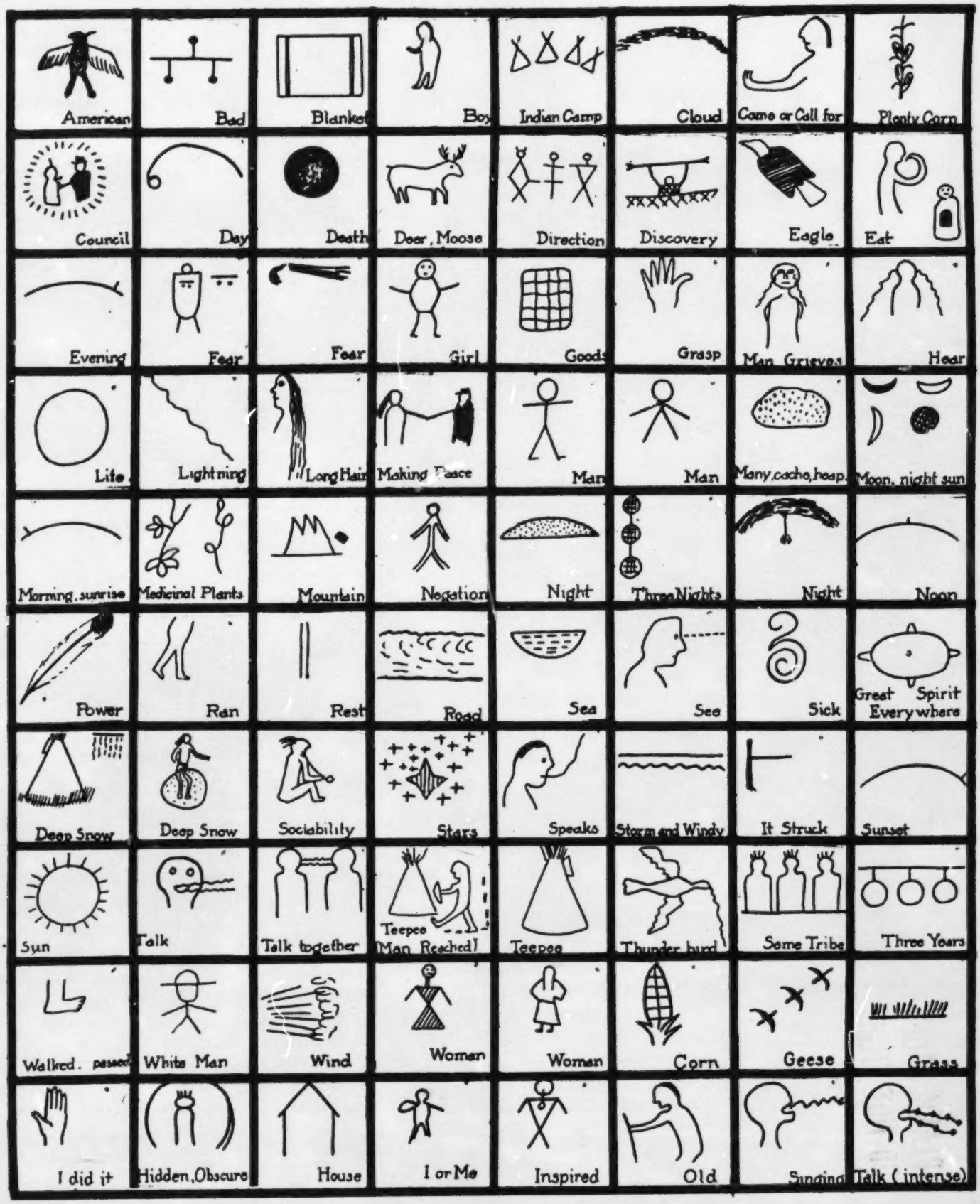

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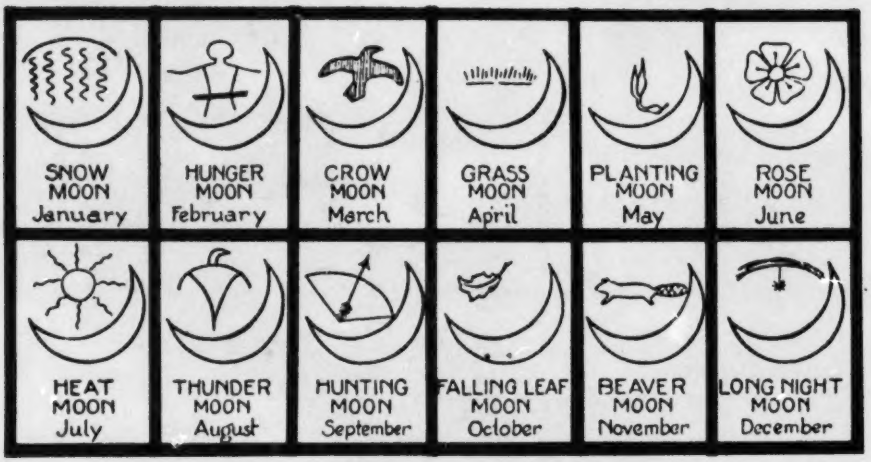

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Life Span Planning

Book III

by Marian Thompson

Illustrated by Vicki Wayman

About The Author

Marian Thompson is a specialist with Women's Education Resources and Family Living Education, University of Wisconsin—Extension. She is the mother of four daughters. Vicki Wayman, a member of the Lac du Flambeau Band of Lake Superior Chippewas, did the illustrations for the unit.

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W3G017

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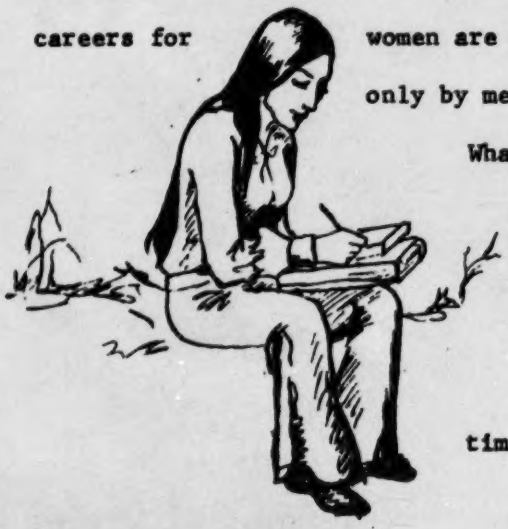

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Activity Section

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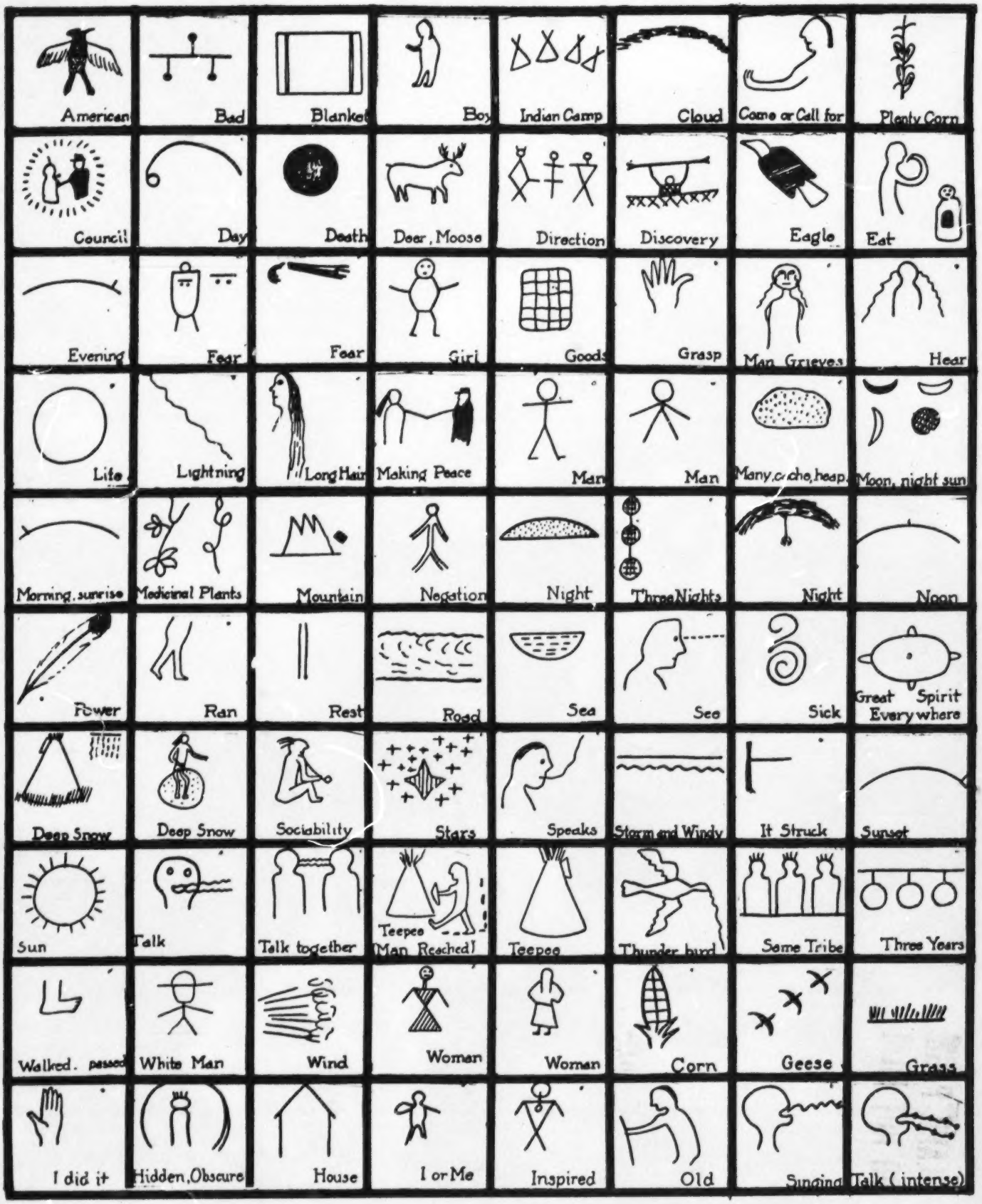

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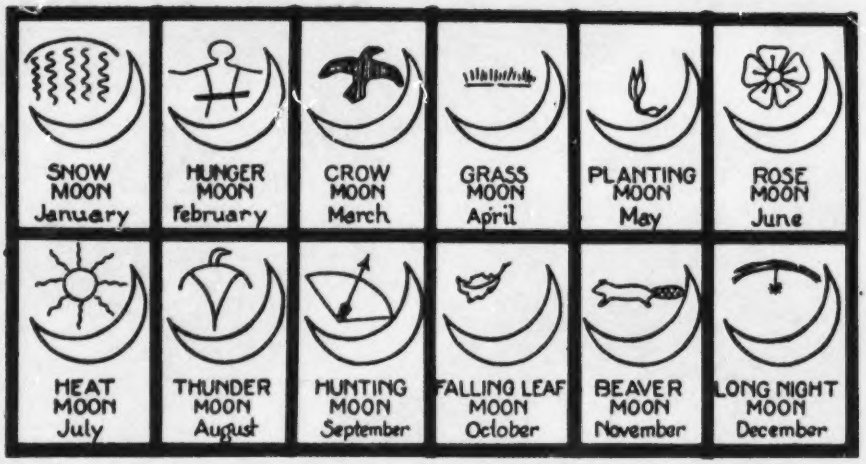

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Life Span Planning Unit for Girls

by Marian Thompson

Leaders Guide

Choices & Careers Free To Choose

Cooperative Extension Programs
University of Wisconsin-Extension

W2GX17

Life Span Planning - Unit for Girls

Life span planning for girls is a new and important learning experience. In working with girls in this activity, you will be helping them think about the importance of making long-range decisions for their total life span, something few women have ever done. You may find this unit especially useful as the last one in the program.

As a leader, you have alerted girls to the changes that have taken place in the world. You have helped them understand the many components of women's lives of today and the future: education, employment, marriage, motherhood, and community service.

The purpose of filling out a Life Span Plan is to provide each girl with the opportunity to write down her life choices as she sees them today, to express her personal preferences and dreams for the future, and to think about her total life.

Learning Experiences

1. Ask each girl to fill out her Life Span Plan individually in pencil, first. When all are finished, divide the girls up into groups of three, and have each girl check with the others to see if her plan is possible and realistic.

   For example, are the educational requirements for each career preference reasonably accurate? Or if a girl plans to marry when she is very young, has she considered how she is going to continue with her education? Or, if a girl plans to have more than one or two children, how is she going to continue with a post-high school education and then enter the occupation she prefers?

   a. Ask if any of the girls would like to read their life plans

to the group for the group to analyze. This should be a voluntary activity. If the girls do not wish to share their plans, move on to another activity.

b. When plans are complete, have the girls fill them in in ink or colored felt-tip pens. Perhaps some girls would like to do some special lettering and help others who are not so skilled.

c. Ask the girls to keep their plans and to take them out each year on their birthdays to see whether the plans are being followed.

2. Have the girls using any kinds of materials they choose make banners, montages, or collages that will symbolize each girl's life and what she wants to do with it. Included in the materials are some Ojibwa and Sioux pictographs with directions for using them. Paper, cloth, flannel, leather, bark, pebbles, fungus, moss, leaves, or pieces of metal or plastic are some of the materials that might be used.

Perhaps when all the groups have completed their artwork, an art show and party for the community could be held so people could view the work of the girls in the program.

3. Have the girls write a story of their entire life which would tell what they want to be, what they want to do and how they would go about it. Or they could write their life story as they would want others to tell it. Another possibility for a story would be for the girls to pretend it is the year 2050 A.D. and they are telling their granddaughter the story of their life.

Life Span Plan

1. If I could be any person at any time in the past, I would like to be _____.

2. I would like to be the above person because _____.

3. My favorite activities in school are _____.

4. My favorite out-of-school activities are _____.

5. When I grow up I would like to work as _____.

6. To be able to do this work, I must attend (circle or complete):

   a. high school.
   b. vocational scool.
   c. college.
   d. military service.
   e. other _____.

7. I plan (a) not to marry (b) to marry when

   Circle the responses that best express your plans.

   1. I graduate from high school.
   2. I am at least 21 years old.
   3. I am 25 years or older.
   4. (other) _____.

8. I plan to have

   a. no children.
   b. one child.
   c. two children.
   d. more than two children.

9. The man I marry must be like _____.

   education, personality, interests

10. If I have children and work outside the home, I expect that

    (a) both (b) he (c) I will care for the children.

    (a) both (b) he (c) I will do the housework.

    (Circle the best answer for you.)

11. When I grow up, I will do the following things for fun:

(Circle and fill in blanks.)

a. sports _____
b. travel _____
c. art: music, painting, drawing _____
d. reading and studying _____
e. other _____

12. I would like to live _____ when I grow up.
place/s

13. I want to take part in the following community activities:

a. politics—run for public office: school board, legislature, town board, tribal council (Circle one if you wish.)
b. volunteer work such as _____.
c. other _____.

14. When I die I want to be buried _____.
place or region

15. I want people to remember me when I am gone as _____

_____.

Signed _____

Date _____

WTGX17-1

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